

Perceived Test Threat

Please complete the following items using the four-point scale below.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

1	The tests in this class are easy. ^R	1	2	3	4
2	My performance on this test will not affect my grade. ^R	1	2	3	4
3	This test is likely to have a bad effect on my grade.	1	2	3	4
4	If I do poorly on this test, I will not get the grade I want in the class.	1	2	3	4
5	This is a very important test to my GPA.	1	2	3	4
6	I have worried a lot about this test.	1	2	3	4
7	I am well prepared for this test. ^R	1	2	3	4
8	I have not had time to fully prepare for this test.	1	2	3	4
9	I think I will do poorly on this test.	1	2	3	4
10	I think I will do better than most on this test. ^R	1	2	3	4
11	I am confident that I will get a good grade. ^R	1	2	3	4
12	I believe I can answer most of the questions on this test correctly. ^R	1	2	3	4
13	I have not thought much about this test. ^R	1	2	3	4
14	This test is nothing to get too concerned about. ^R	1	2	3	4
15	I don't need to worry about this test as much as other people in my class. ^R	1	2	3	4
16	I don't know how to prepare for this test.	1	2	3	4
17	I regret not studying for this test earlier.	1	2	3	4
18	This test is going to be hard.	1	2	3	4
^R Item was recoded to produce consistency in scale, with high values indicating high level of perceived threat.					

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Overview:

The Perceived Test Threat scale is an 18 – item measure designed to assess learners’ perceptions of upcoming tests. Specifically, the scale was designed to determine if learners perceived upcoming test as threatening either due to the difficulty of the content or personal barriers to success.

To Score:

Items 1, 2, 7, 10, 11, 12, 13, 14, 15 are reverse scored

To score the Perceived Test Threat scale sum the responses provided to each item (after recoding reverse-scored items) to create a total score. Higher scores on the measure indicate higher levels of perceived test threat.

Citation Information:

Cassady, J. C. (2004). The influence of cognitive test anxiety across the learning–testing cycle. *Learning and Instruction, 14*(6), 569–592. <http://doi.org/10.1016/j.learninstruc.2004.09.002>